Hi everyone,  
  
Thanks for being so willing to meet together at the English LA meeting today. It was great to discuss together the text response topics and the assessment rubrics that we need for both the personal/reflective/descriptive piece of writing and the text response.  
  
I have attached the rubric I use for personal writing...please feel free to use it, but bear in mind that I have tailored it towards the piece I have given my students and I do have a Skepsi class that it caters for. I have also attached the text response rubric that I used last year..Samantha, is it the same as the one you use?  
  
Would you mind giving me your feedback about the rubrics so we can make them the best they can be and we minimise confusion in the future? To help you, I've copied the following from the VCAA website to remind us all what we should be aiming for:  
  
(working towards a) Level 5 standard  
  
Reading  
  
At Level 5, students read and view imaginative, informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues. They identify the ideas, themes and issues explored in these texts, and provide supporting evidence to justify their interpretations. They produce personal responses, for example, interpretive pieces and character profiles. They infer meanings and messages in texts, analyse how social values or attitudes are conveyed, compare the presentation of information and ideas in different texts, and identify cause and effect in informative texts.  
  
Writing  
  
At Level 5, students produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting. They write extended narratives or scripts with attention to characterisation, consistency of viewpoint and development of a resolution. They write arguments that state and justify a personal viewpoint; reports incorporating challenging themes and issues; personal reflections on, or evaluations of, texts presenting challenging themes and issues. Students improve the accuracy and readability of their writing, developing confidence in the identification and use of grammatical conventions and features of language and in their use of figurative language. They use a range of punctuation accurately to support meaning, including the use of ellipses, dashes, colons and semi-colons. They control tenses, and subject–verb and noun–pronoun agreement. They accurately identify and use different parts of speech. They edit their writing for clarity, coherence and consistency of style, and proofread and correct spelling, punctuation and grammatical errors.  
  
(working towards a) Level 6 standard  
  
Reading

At Level 6, students read, view, analyse, critique, reflect on and discuss contemporary and classical imaginative texts that explore personal, social, cultural and political issues of significance to their own lives. They also read, view, analyse and discuss a wide range of informative and persuasive texts and identify the multiple purposes for which texts are created. They explain how texts are shaped by the time, place and cultural setting in which they are created. They compare and contrast the typical features of particular texts and synthesise information from different texts to draw conclusions.

Writing  
  
At Level 6, students write sustained and cohesive narratives that experiment with different techniques and show attention to chronology, characterisation, consistent point of view and development of a resolution. They write persuasive texts dealing with complex ideas and issues and control the linguistic structures and features that support the presentation of different perspectives on complex themes and issues. They select subject matter and begin to use a range of language techniques to try to position readers to accept particular views of people, characters, events, ideas and information. They compose a range of other texts, such as feature articles, webpages and workplace texts. They plan and deliver presentations, sequencing and organising complex ideas. They write accurately punctuated, grammatically sound and complex sentences with embedded clauses and phrases. They are able to maximise the effects of rhythm and tone, and write with developing fluency. They proofread and edit their own writing for accuracy, consistency and clarity.  
  
  
I'll aim to get this stuff onto the wikispaces site once we're happy with the rubrics-I don't want to put them up until they're accurate because we'll all get confused.  
  
To sum up, we need to do the text response on Red Dog (sorry, I can't underline or italicise it in Firefox-I can't get Windows at home-so please assume I have done so throughout!) in the last week of Term 1:  
  
- It's up to you which of your lessons you choose to do it in, as long as it's under exam conditions (students sitting at the ends of tables, complete silence, books off the table, etc.) and you give them a double (92 mins?) to complete it within  
  
-they are allowed a plan/cheat sheet that is either one-sided A3 or double-sided A4 and contains no complete sentences or paragraphs (we don't want them just transcribing at this stage). Of course, quotations can be written on them in complete sentences! If the students want to discuss their plans with you, that's great, but don't correct/discuss any drafts.  
  
-they can also bring in a dictionary (not an electronic one), but not a thesaurus  
  
-the topics are as follows:  
  
1. 'Red Dog is a film which revolves around a series of important relationships'. Discuss.  
  
2. As a film, Red Dog shows us the importance of belonging to a community and being aware of our own identity.' Discuss.

Give both options to your classes and allow individuals to choose which one they prefer to respond to. You can give general help with both topics to your classes; don't just leave them to their own devices! Remind students they need to refer to film techniques where relevant in their text responses. Three or four main body paragraphs with an introduction and conclusion is expected, to approximately 500-750 words.  
  
Next term, we will aim to do a persuasive piece of writing quite early on, so please begin thinking of issues now. Child labour was one that was mentioned, so if people have some resources to share, that would be great. I did racism in Australia last year to tie in with Deadly Unna? and that worked well. We could use the issue for our oral presentations that occur in Term 2 as well, but I worry that's a bit of overkill on the one topic??? Some comments would be welcome either way.  
  
I think that's all we discussed today (?!) Sorry for the enormous email :)  
  
Please give me feedback on any/all of this!  
  
Cheers, Felicity.